

March 2000

IMPROVING STUDENT PERFORMANCE THROUGH NUTRITION EDUCATION

Request for Applications For Nutrition Education Grants

Due Date: Tuesday, October 3, 2000



**Nutrition Education and Training Section
Nutrition Services Division
California Department of Education
560 J Street, Suite 270
Sacramento, CA 95814
Phone: (916) 322-4792
FAX: (916) 323-4311**

<http://www.cde.ca.gov/cyfsbranch/cnfddiv/nets/index.htm>

These Nutrition Education grants are supported by the Nutrition Education and Training Section, Nutrition Services Division, with funds received from The California Endowment.

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I. INTRODUCTION

New research has found a clear connection between nutrition and learning. The findings show that children and youths will be ready to learn and will achieve their fullest potential only if they are well nourished and healthy. Such children have better attendance at school, concentrate more on their lessons, and achieve improved performance. No child is immune from the effects of hunger. Chronic undernutrition, usually a result of poverty, compromises children's cognitive and social development. Yet even children from homes with adequate incomes can experience transient hunger that affects their daily ability to learn or suffer from malnutrition because of poor food choices.

As a leader in your school community, you can help ensure that students are prepared for their educational day. Working together with families and the community, you can lead the development and implementation of policies and procedures that support good nutrition for all students.

II. PURPOSE

The purpose of these nutrition education grants is to increase both the quality and quantity of effective, sustainable nutrition education that is taught in the classroom and linked to the cafeteria. Experience indicates that nutrition education that is connected to the core curriculum and linked to the cafeteria as a learning laboratory is more effective in strengthening student skills. Children can develop healthy habits for life through school cafeteria and classroom programs.

Actively engaging students in learning to make healthy food choices is the fastest way to teach new habits. Through partnerships with teachers, students, school administrators, school nurses, child nutrition staff, parents, members of the community, and others, we can provide teachers with the skills (not just knowledge) to teach students the skills (not just knowledge) for making healthy food choices.

Funds are available beginning January 1, 2001, through June 15, 2002. The amount of funds range from \$1,000 up to \$125,000.

III. BACKGROUND

In 1989, the Nutrition Education and Training (NET) Section, California Department of Education (CDE) launched the *Child Nutrition: Shaping Healthy Choices* campaign in support of the comprehensive school health system. Shaping Health As Partners in Education (SHAPE) California was designed as a major component of this campaign. In 1990, two networks consisting of 22 districts began developing and testing strategies that would improve the health of California students. Since that time the number of districts joining the SHAPE California program has continued to grow.

Today, SHAPE California is a network of over 90 districts working together to improve the health and academic success of California children. Working as a team, child nutrition staff, teachers, school administrators, family, and the community provide a consistent nutrition message in child nutrition programs, classrooms, and throughout the school environment. SHAPE California is a comprehensive nutrition approach for improving the health and academic success of students that includes: Offering healthy meals in child nutrition programs, promoting nutrition education, applying school nutrition policy, and building partnerships.

In 1997, the NET Section was awarded a five-year grant from The California Endowment to develop and implement nutrition education strategies that promote the SHAPE California approach as part of a district-wide comprehensive health system. With this grant, the NET Section is targeting low income students through the following activities:

- Developing a comprehensive, sequential, and sustainable nutrition education program in pre-kindergarten through Grade 12;
- Building a regional infrastructure for training and technical assistance;
- Building the capacity of local schools to implement an effective, sequential nutrition education program with the SHAPE California approach; and
- Evaluating the impact of this five-year effort.

As a first step in developing a nutrition education plan and guidelines for the State, the NET Section convened *Improving Children's Health Through Nutrition Education—a Nutrition Education Summit* in December 1997. This group of nearly 100 professionals (educators, nutritionists, administrators, etc.) identified themes critical to effective nutrition education. As a result, a Nutrition Education Design Group was established to formulate specific recommendations and actions for steps in promoting nutrition education in California's schools outlined in the draft document *Nutrition Education in California Schools: Strategies to Make it Happen—Enhancing Academic Performance and Promoting Student Health*.

To ensure the development of guidelines and strategies that support effective nutrition education efforts, the NET Section commissioned a needs assessment to identify what schools need in order to provide effective, sequential, culturally relevant nutrition education as part of a comprehensive nutrition approach. Based on a review of the literature, focus groups, and mail survey of SHAPE California school districts, the report, *Making Nutrition Effective for Children: A Needs Assessment*, was issued in 1998. The complete report may be found at the NET Section's web site at the following address:

http://www.cde.ca.gov/cyfsbranch/cnfddiv/nets/rna_indx.htm

The following recommendations generated by this needs assessment serve as the guiding principals upon which this RFA is based and against which the applications will be reviewed. These are the key points:

- Strong support must exist from educators to emphasize the link between nutrition and academic performance.
- Nutrition education programs must preserve the following key elements: sufficient exposure; a focus on building skills; scope and sequence of curriculum; developmental appropriateness; and adequate teacher preparation.
- Nutrition education must take place in both the classroom and the cafeteria, and planning and implementation of lessons and activities should occur in partnership.
- Resources and administrative support must be devoted to building effective partnerships between the classroom and the cafeteria, including time for meetings and other modes of communication; official time for cafeteria staff to be at the school site; and staff development for classroom and child nutrition representatives to promote understanding on each side about the roles and responsibilities of the other.
- The school environment needs to reflect and support nutrition education objectives.
- Nutrition knowledge should be added to student assessments in order to make nutrition education a higher priority.
- Parents should be given information about nutrition in order to support and reinforce school-based nutrition education.

To further assist the NET Section in developing guidelines, 14 districts received funds to implement the SHAPE California Model Nutrition Education grants using funds from The California Endowment. The purpose of these grants was to develop implementation strategies for sustainable model nutrition education programs that are comprehensive, sequential, and culturally relevant for California's children and youth in pre-kindergarten through grade 12. They were also charged with integrating a consistent nutrition message into the core curriculum and linking classroom activities to the meal service system. These grantees began field-testing and implementing the recommendations in the draft document *Nutrition Education in California Schools: Strategies to Make it Happen—Enhancing Academic Performance and Promoting Student Health* to create nutrition education strategies relevant for today's school environment. The results of this field-testing are being analyzed and will be included in a final draft with a scope and sequence for nutrition. This document will be available in August 2000.

The Nutrition Education Grants offered through this RFA will culminate this five-year grant by funding school districts that commit to disseminating and implementing effective nutrition education strategies for classrooms and cafeterias using the *Strategies to Make it Happen—Enhancing Academic*

Performance and Promoting Student Health document, scope and sequence, and appropriate model strategies that were developed and field-tested by the SHAPE California Model Nutrition Education grants.

IV. GENERAL INFORMATION

A. Eligible Applicants

Agencies eligible to apply for these funds must meet the criteria as follows:

1. Applicants for the pre-kindergarten/kindergarten grade-level group shall be either a:
 - a. Public or private child development agency teaching pre-kindergarten and kindergarten; or
 - b. Public or private child development agency teaching only pre-kindergarten and demonstrating a close working relationship with a public school district; or
 - c. Public school district teaching pre-kindergarten and kindergarten; or
 - d. Public school district teaching kindergarten and planning to work also with either a child development agency or another grade level.
2. Applicants for all other grade-level groups (elementary, middle grades, and high school) shall be public school districts or charter schools.
3. County Offices of Education may act as the applicant agency to coordinate several public school districts.

In addition, all applicants shall:

1. Be a sponsor in good standing of the National School Lunch Program (NSLP) and/or the Child Care Food Program (CCFP). NSLP or CCFP sponsor status may be confirmed by reviewing prior administrative and programmatic performance and compliance, including financial management process and annual reports, monitoring results, audit reports, and any other relevant documentation or information. A review that identifies problems, such as outstanding over claims or significant program violations, will result in an application being disqualified.
2. Demonstrate a commitment to implementing the SHAPE California approach. For applicants not currently recognized as an active SHAPE California district, a willingness to join SHAPE California must be clearly stated in the proposal. Section VII., Appendix, D., contains the document "SHAPE California: Criteria for Maintaining Active Participation" which outlines specific requirements.

B. Funding Availability

The grant period will be from January 1, 2001, through June 15, 2002.

The total amount of funds for these grants is over \$1 million. In the event that there are limited qualified applications, all available funds may not be awarded. A maximum of 50 percent of the total grant funds will be available for grants over \$75,000. The minimum amount for a grant award is \$1,000, and the maximum amount is \$125,000.

Grantees will receive 50 percent of their award at the beginning of the grant period after the signed copy of the Grant Award Notice has been received by the NET Section. Grantees will receive an additional 40 percent of the award during the summer of 2001. The final 10% will be released after the final report and required forms have been received and approved.

C. Timelines

March 15, 2000	RFA Information Meeting, 10:00 a.m. - 12:00 p.m. California Department of Education Room 397, 560 J Street, Sacramento, CA
March 20, 2000	RFA Information Meeting, 1:00 p.m. - 3:00 p.m. Arcadia Unified School District Office 234 Campus Drive, Arcadia, CA
March 21, 2000	RFA Information Meeting, 2:00 p.m. - 4:00 p.m. California Department of Education, Room 397 560 J Street, Sacramento, CA
March 21, 2000	RFA Information Meeting, 2:00 p.m. - 4:00 p.m. San Mateo County Office of Education, Pine Room 101 Twin Dolphin Drive, San Mateo, CA
March 22, 2000	RFA Information Meeting, 2:00 p.m. - 4:00 p.m. Marin County Office of Education, Board Room 1111 Las Gallinas Ave., San Rafael, CA
March 23, 2000	RFA Information Meeting, 1:00 p.m. - 3:00 p.m. Orange County Office of Education Room B 1107-1109 200 Kalmus Drive, Costa Mesa, CA
March 23, 2000	RFA Information Meeting, 2:30 p.m. - 4:30 p.m. Mendocino County Office of Education, East Room 2240 Eastside Road, Ukiah, CA

March 29, 2000	RFA Information Meeting, 1:00 p.m. - 3:00 p.m. Hawthorne School District, District Office 14120 S. Hawthorne Blvd., Hawthorne, CA
April 4, 2000	RFA Information Meeting, 2:00 p.m. - 4:00 p.m. Contra Costa County Office of Education Board Room, 77 Santa Barbara Road, Pleasant Hill, CA
April 4, 2000	RFA Information Meeting, 2:30 p.m. - 4:30 p.m. Merced County Office of Education, New Bold Room 632 West 13 th Street, Merced, CA
April 6, 2000	RFA Information Meeting, 2:30 p.m. - 4:30 p.m. Tulare County Office of Education Doe Ave. Complex, Elderwood Room 7000 Doe Ave., Visalia, CA
April 7, 2000	RFA Information Meeting, 10:00 a.m. - 12:00 p.m. Santa Barbara County Education Office, Board Room 4400 Cathedral Oaks Rd., Santa Barbara, CA
April 7, 2000	RFA Information Meeting, 2:30 p.m. - 4:30 p.m. Humboldt County Office of Education Curriculum Conference Room 901 Myrtle Ave., Eureka, CA
April 10, 2000	RFA Information Meeting, 10:00 a.m. - 12:00 p.m. San Diego County Office of Education, Rooms CL 1 – 4 Learning Resources & Educational Technology Division 6401 Linda Vista Road, San Diego, CA
April 13, 2000	RFA Information Meeting, 10:00 a.m. - 12:00 p.m. Monterey County Office of Education, Room D 901 Blanco Circle, Salinas, CA
April 16, 2000	RFA Information Meeting, 10:15 a.m. - 10:45 a.m. California School Food Service Association Conference Fresno, CA (for conference attendees)
April 19, 2000	RFA Information Meeting, 10:00 a.m. - 12:00 p.m. San Bernardino County Office of Education Rooms C & D, 601 N. E Street, San Bernardino, CA

April 26, 2000	RFA Information Meeting, 1:00 p.m. - 3:00 p.m. Shasta County Office of Education, 2 nd Floor, ITTC 1644 Magnolia Avenue, Redding, CA
April 26, 2000	RFA Information Meeting, 2:30 p.m. - 4:30 p.m. Fresno County Office of Education, Room 270 1111 Van Ness Ave., Fresno, CA
August 1, 2000	Due: "Intent to Submit Application" (optional)
October 3, 2000	Deadline for receipt of applications – no later than 4 p.m. (Postmark not acceptable)
November 13, 2000	Posting of "Notice of Intent to Award"
January 1, 2001	Begin grant period
Jan.--Feb. 2001 (date to be arranged)	Grantee Orientation/Teacher Training Meeting
May 31, 2001	1 st progress report due
May 2001	SHAPE California Network Meeting (regional)
October 31, 2001	2 nd progress report due
November 2001	SHAPE California Network Meeting (regional)
January 31, 2002	3 rd progress report due
April 30, 2002	4 th progress report due
May 2002	SHAPE California Network Meeting (regional)
June 15, 2002	End of grant period
July 31, 2002	Final report and forms due

D. Responsibilities of Grantees

Grantees agree to:

1. Commit to implement the SHAPE California approach which provides comprehensive nutrition education services within a coordinated district-wide health system.
2. Maintain a team of at least two partners to lead the project. One partner must be a curriculum director, teacher, nurse, or administrator interested in promoting the health and nutritional well-being of children and youth. The other partner must be the child nutrition director or designee. Both partners must be employees of the district funded unless the applicant is a child care agency working with a district in which case one partner from each entity is required. If the applicant is a county office of education then each collaborating district must maintain a team of at least two partners as specified above and the county office must have at least one member on the team.
3. Implement the grant according to the plans as identified in their approved application. Any changes must be mutually agreed upon by the grant team's lead partners and the NET Section.
4. Attend required meetings/trainings (both partners):
 - Three-Day Orientation/Teacher Training
 - SHAPE California regional meetings (May 2001; November 2001; May 2002)
5. Identify grant training team who will:
 - a. Participate in the CDE-sponsored Three-Day Orientation/Teacher Training. This will be a half-day orientation and a two and a half day intensive training, *Nutrition Education in California Schools: Strategies to Make it Happen*, and will include:
 - Discovering the SHAPE California approach;
 - Understanding the scope and sequence for nutrition education;
 - Attending teacher training modules on Basic Nutrition/Physical Activity, Garden Enhanced Nutrition Education, Cooking in the Classroom, and Literacy and Nutrition Connections;
 - Building a comprehensive nutrition education team;
 - Linking classrooms and the cafeteria;
 - Developing nutrition policies in schools;
 - Evaluating your efforts; and
 - Creating an environment that supports nutrition throughout the school.

- b. Implement teacher training for nutrition education at participating sites by September 2001.
 - c. Implement child nutrition staff training for nutrition education at participating sites by September 2001.
6. Implement their project in a minimum of two grade levels. Networks are encouraged, but not supported with additional funding.
7. Incorporate at least three communication channels into their projects:
 - a. Classroom channel, administered by classroom teachers emphasizing skill-building and decision-making for eating and behavior change (required).
 - b. Food-service channel, ensuring all school meals meet the dietary guidelines emphasizing school environment modifications relating to healthy eating and behavior change (required).
 - c. Plus one of the following channels to promote the consistent nutrition messages that encompass healthy eating, skill building, and behavior change:
 - school-wide events;
 - community events;
 - home activities; or,
 - media events.
8. Submit required reports as identified in Section IV., C., Timelines.
9. Execute the project in accordance with the requirements in this document.
10. Complete all grant-funded project activities by June 15, 2002.
11. Participate in an evaluation study of the project administered by an outside contractor if requested. Additional funds will be awarded to each agency selected to participate.
12. Maintain documentation of grant activities for five (5) years following the end of the grant period (see Section G., below).
13. Return grant funds if unable to implement the project as planned or submit required reports on a timely basis. An "Expenditure Compliance Certification" will be required to verify that grant funds were used in compliance with the allowable expenditures as listed in Section V., D., 5., Budget Form. This form will be provided to grantees at a later date.

E. Cost of Preparing an Application

The cost of preparing and delivering the application shall be the sole responsibility of the applicant. The State of California shall not provide reimbursement for such costs.

F. Ownership of Materials

While it is not the intent of these grants to provide for the development of materials, any materials developed under the terms of this RFA must remain in the public domain and include credit given to the Nutrition Education and Training Section, California Department of Education, and The California Endowment. The CDE and The California Endowment reserve the right to publish, disseminate and otherwise use materials developed under these terms.

G. Records Retention

Accounting records shall be maintained in accordance with generally accepted accounting standards and the project budget. Files of supporting documentation shall include, but are not limited to purchase orders, work orders, contracts, itemized invoices, travel claims and correspondence. Records shall be maintained separately or otherwise identified for audit purposes. Project records shall be kept for at least five years after the close of the fiscal year in which the funds were expended. On request, records must be made available for state inspection and verification for audit purposes.

H. Equal Opportunity Employer

The Nutrition Services Division of the California Department of Education is an equal opportunity provider and employer.

I. Grant Application Information Meetings

Eighteen meetings on the RFA process are scheduled to provide potential grant applicants with information, answer questions, and provide resources. The dates, times, and locations are identified in Section III., C., Timelines, and in Section VII., Appendix, C. Questions asked and answered at the Information Meetings will be available on the web site after May 1, 2000, or a copy may be requested by calling or faxing the NET Section. The resource packet made available at the Information Meetings may also be requested after May 1, 2000, by contacting a regional nutrition education specialist or calling the NET Section at (916) 322-4792.

J. Clarification of the RFA

If you have questions concerning the application or completing the application forms, contact your regional nutrition education specialist/consultant:

County	Regional Contact
Del Norte, Humboldt, Lake, Mendocino, Sonoma	Linda Prescott (707) 445-7042 lprescott@humboldt.k12.ca.us
Colusa, Sacramento, Sierra, Sutter, Yuba	Nancy Link (916) 323-7185 nlink@cde.ca.gov
Alpine, El Dorado, Nevada, Placer, Sacramento, Yolo	Bonnie Branstrom (916) 323-2488 bbranstr@cde.ca.gov
Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, Solano	Janet Skaar (925) 942-3479 jskaar@cccocoe.k12.ca.us
Fresno, Kings, Madera, Mariposa, Merced, Tulare	Terri Soares (559) 442-8212 tsoares@do1.scccd.cc.ca.us
Orange, Los Angeles	Susan Magrann (714) 966-4438 susan_magrann@ocde.k12.ca.us
All other counties	Helen Magnuson (916) 323-1302 hmagnuso@cde.ca.gov

Note: If unavailable, contact the NET Section at (916) 322-4792.

V. APPLICATION PROCESS

A. Intent to Submit an Application (optional)

Please submit an "Intent to Submit an Application" by **Tuesday, August 1, 2000**. This information will be useful for planning purposes. A form is included in Section VI., Standard Forms.

B. Preparing an Application

Applicants must use CDE forms where provided (see Section VI., Standard Forms). The forms may be recreated. Page size should be standard 8 ½ x 11 inch paper. Font size should be 12 point. Copies of the application must be assembled separately with a staple in the upper left-hand corner. Do not bind applications.

C. Submitting an Application

It is essential that the application submitted complies with all requirements detailed in Section D., below. Applicants must submit one original and two copies of the application. The original must be clearly marked.

Applications must be addressed as follows:

Nutrition Education and Training Section
Nutrition Services Division
California Department of Education
560 J Street, Suite 270
Sacramento, CA 95814
ATTN: Nutrition Education Grant Application

The deadline for receipt of the application is **Tuesday, October 3, 2000, no later than 4 p.m.** Applications received after the deadline will not be considered for funding.

It is the responsibility of the applicant to ensure that the NET Section receives the application by the specified deadline. CDE will not be responsible for late or incomplete applications due to mistakes or delays of the applicant or the carrier used by the applicant. A postmark is not sufficient. CDE will not accept faxed applications. Materials submitted after the deadline will not be considered during the rating process.

Please note that only one application from a district or county office of education or child development agency will be accepted.

D. Application Contents

A completed application must include all of the components in the order listed below. Applicants must use the forms provided in Section VI., Standard Forms.

1. Grant Application Cover Sheet

Complete all requested information on the form provided in Section VI., Standard Forms. The cover sheet must be signed by the Superintendent or authorized designee.

2. Grant Partner Data Form

Complete the form provided in Section VI., Standard Forms. The two representatives listed on the top half of the page, "Child Nutrition Representative" and "Teacher/Administrator/Nurse Representative" must

be completed and signed. Identifying additional partners is optional, but it is encouraged.

3. District Data Summary Form

Complete the form provided in Section VI., Standard Forms. Include all requested information. Due to the fact that teachers and assignments change, teachers may be substituted over the course of the project. When calculating the number of students involved, use a figure representing a period of one year.

4. Project Narrative

The Project Narrative describes the applicant district, the need for funding and the plan to address the need through appropriate and achievable goals and objectives. No form is provided for the Project Narrative. This narrative section must not exceed 15 typed pages, using 12 point font. Information submitted in excess of the page limitation will not be read or rated.

The Project Narrative must address the following areas:

a. Need for nutrition education in district

- What is the overall need which you would address with a Nutrition Education Grant?

b. Goals of project

- What are the expected goals of this project?

c. Objectives of project

- Objectives should be measurable and achievable.
- Which grade levels will be addressed?
- How do you plan to implement nutrition education in the classroom for selected grades?
- How will the project align nutrition content with the current standards for reading/language arts, math, science, and/or history/social science?
- How will the project link nutrition education in the cafeteria and the classroom?

- What is the third communication channel which you choose to implement? (listed under Section IV., D., Responsibilities of Grantees, 7.) Please describe your plans.
- How will you promote the critical link between good nutrition and student achievement to the education community and others? How will you involve these stakeholders in promoting nutrition education to benefit students?

d. Implementation strategies and timeline

- What are the specific project strategies, e.g., garden-enhanced nutrition education, classroom instruction, classroom cooking, cross-age teaching etc., that you will implement to build *students' skills* to make healthy choices?
- In addition to the training required by this grant, what other ways will be used to strengthen *teachers' skills* in providing nutrition education to students?

e. Sustaining the work

- What are the plans for sustaining the project's efforts beyond the funding period? For example, how will you continue to use the non-consumable items purchased through the grant, e.g., books, cooking carts, teacher training?
- How will you acquire new consumables, e.g., food for classroom cooking, and/or plant seeds for gardens?
- What role will the current and future partners play in supporting the project's future efforts?
- What other elements will you pursue which may help foster sustainability? (for example: collaboration with the community and advisory committees; outreach efforts to children not participating in the grant activities; and in-kind funding contributions).

f. Evaluation

- How will you evaluate progress towards the goals and objectives of the project?

- To what extent will students, staff, and stakeholders be involved in the evaluation process?
- How will each aspect of the project be measured to determine the extent to which it was accomplished? (Consider those aspects that are most relevant to measuring the impact of this project and those providing the necessary support for sustaining efforts beyond this grant period.)
- Student observation, testing, and surveys are possible measurement tools. The California Healthy Kids Survey is one tool that may be considered. It can be found online at the following web address: <http://www.wested.org/hks/> Consider using multi-level measurements; for example, surveying teachers, students, and parents regarding changes in children's eating behavior. Stakeholders, including students, parents, and staff, should be informed of the results of the evaluation and be involved in the application of the results.

5. **Budget Form**

Complete the form provided in Section VI., Standard Forms.

The Budget Form allows for the following specific expenditures:

Salaries, Wages (1000, 2000)

Three-Day Orientation/Teacher Training

This three-day meeting will consist of: an orientation to SHAPE California; an introduction to the grant and its participants; and teacher training. The expenditures in this category should be for substitute or teacher release pay. The two partners identified on the Grant Partner Data Form are required to attend. One additional person may also attend. The dates and location are to be determined. For planning purposes, budget for a trip to Sacramento.

Salaries, Wages (1000, 2000)

On-Site Training Workshop

The on-site training workshops will be conducted by the partners who attended the Three-Day Orientation/Teacher Training. There will be two modules to this training. Each module will last approximately three to four hours each. This grant provides for a total of one full day of substitute or teacher release pay for each teacher attending the workshops, including instructors. The number of teachers should match the number of teachers identified on the District Data Summary Form. However, due to the fact that teachers and assignments change, teachers may be substituted over the course of the project.

Salaries, Wages (1000, 2000)**SHAPE California Regional Meetings**

There will be three SHAPE California regional meetings during this grant period. These are one-day meetings. The two partners should attend each meeting. The expenditures in this category should be for substitute or teacher release pay.

Salaries, Wages (1000, 2000)**Coordinator Salary**

A maximum of 20 percent of the award requested may be used for the salary of a project coordinator. Explain the duties and responsibilities of the coordinator in the Project Narrative and the Budget Proposal Narrative Justification.

Benefits (3000)

Determine how much of the personnel costs requested require benefits to be paid.

Materials/Supplies (4000)

There are three line items identified in this category.

- 1) Estimate the total number of students to be taught by the trained teachers, and multiply this by a per student cost which is not to exceed \$10 per student. These funds should pay for duplicating and consumables used for student instruction, such as food, gardening seeds, plants, and workbooks.
- 2) Determine the number of schools where the grant is to be implemented and how many of those schools need a cooking cart. This grant may contribute up to \$600 per cart, per school.
- 3) Determine the number of trained teachers who will implement the grant activities, and multiply this number by up to \$200 per teacher. These funds may be used for nutrition education instructional materials; nutrition education software; postage; internet fees; training related to the project implementation; garden supplies; or nutrition promotion materials.

Expenses in this category should be explained in the Project Narrative and Budget Narrative Justification.

Operating Expenses (5000)

Travel will consist of airfare or rental car for the two to three partners attending the Three-Day Orientation/Teacher Training; the hotel accommodations during this trip; and per diem. Also include an estimation of the mileage to be traveled by those attending the training workshops; the SHAPE California meetings; and the mileage incurred by the coordinator over the course of the grant. Applicants should use the rates

established by their district/agency. An additional line is provided for car fare, such as cab or shuttle, but this line may also be used for additional expenditures. These expenditures must be fully explained in the Budget Narrative Justification.

Indirect Costs (7000)

The indirect is not to exceed the CDE-approved rate for fiscal year 2001-2002.

The following expenditures are not allowed with these grant funds:

- Meals or refreshments served at workshops and/or training sessions
- Computer software which is not explicitly designed for nutrition education
- Capital expenditures
- Equipment such as computers, kitchen equipment (does not include cooking cart materials, which are encouraged)
- Supplanting existing personnel and services
- Non-nutrition education computer software
- Development of new resources and/or curriculum

6. Budget Narrative Justification

No form is provided for the Budget Narrative Justification. The narrative must list each of the numbered expenditure classifications identified on the Budget Form and the total dollar amount identified. Immediately below each classification title and dollar amount, briefly describe how the funds will be used. The Budget Narrative Justification should not exceed three pages using 12 point font. The Budget Narrative Justification pages are not included in the Project Narrative page limitation.

7. Letters of Commitment

A minimum of three letters of commitment must be included as part of the application. A letter of commitment from each of the two required partners listed on Grant Partner Data Form is required. It is suggested, but not required, that a letter of commitment also be included from a partner responsible for implementing the selected third communication channel. Each letter should address what the partner will do to support the project and his/her commitment to sustaining the project after the grant period. Additional letters of support help demonstrate a broader commitment but should be specific as to how the individual will assist the project.

8. Drug Free Workplace Certification

Complete the form provided in Section VI., Standard Forms. The district Superintendent or authorized designee or Child Care Director must sign the form.

E. Application Review

1. Initial Screening and Disqualification Criteria

All applications will be screened for compliance with the RFA. CDE will disqualify applications that do not conform to the requirements of the RFA.

Applications that disregard the RFA's instructions on page limitations will be marked with a red line on the page number where the application should have ended. Reviewers will not read beyond the red line. Added attachments beyond those permitted by the RFA will also be ignored by the readers.

2. Scoring System

Applications will be scored on the criteria in the Scoring Rubric for Nutrition Education Grants (see Section VII., Appendix, B.). Readers will use the rubric descriptions to decide which score best fits each application. This is holistic scoring, which means that the overall quality of the entire application is evaluated. Readers rate each application on its own merits as judged against the scoring rubric. The applications do not compete against one another but against the common standard in the rubric.

Two trained readers will score each application against the scoring rubric. Each reader scores each application independently. The readers then discuss the application and write comments together. If the two scores are identical or if the difference of the two scores falls within a predetermined limit, the scores are "in agreement" and the readers will total the scores. If the difference of the two reader's ratings exceeds the limit, a third reader will re-score the application.

The scoring process is designed to prevent conflicts of interest. All readers must not score any application from a district in which they have worked, consulted on the applications, or had any connections which might appear to be a conflict of interest. Consequently, applicants should assume that the reader has no familiarity with individual projects. Finally, readers must not discuss the applications they score except under specific circumstances designed as part of the scoring process.

3. Additional Criteria

Preference will be given to districts/agencies which have 30 percent or more of the enrolled students eligible for free or reduced-price meals in the majority of target sites.

4. Non-Funded Participants

Agencies not funded by these grants will be contacted if they indicate on the grant application cover sheet that they are interested in joining the SHAPE California network and wish to attend an orientation at their own expense.

F. Funding Recommendations

Priority consideration will be given to those applications with the highest numerical score and, to the extent possible, those which assist the NET Section in assuring adequate geographic, agency size, and grade-level distribution of grant funds.

The application will be funded at the level requested if the program application is well-justified and the budget proposal is realistic and well supported. However, the CDE reserves the right to fund applications at a lesser amount than requested in the application if it is judged that the application can be implemented with less or if funding is not sufficient to fully fund all applications that merit awards.

G. Notice of Intent to Award

The "Notice of Intent to Award" will be posted on Monday, November 13, 2000, at Suite 270, in the Downtown Plaza Mall at 560 J Street, Sacramento, California and on the Nutrition Services Division web site:

<http://www.cde.ca.gov/cyfsbranch/cnfddiv/nets/index.htm>

A copy of the list will also be available upon request.

All applicants will be notified in writing of the results of the rating process during the month of December 2000. Projects selected for funding will simultaneously receive the Grant Award package.

H. Appeals Process

Appeals to the grant award must be filed within five working days of the posting of the "Notice of Intent to Award." Only those organizations that submitted applications may appeal the grant award. Appeals shall be limited to the grounds that the CDE failed to correctly apply the standards for reviewing the format requirements or evaluating the applications as specified in the RFA. The

appealing applicant must file a full and complete written appeal, including the issue(s) in dispute, the legal authority or other basis for the appellant's position and the remedy sought. The letter of appeal must have an original signature by the authorized person who signed the application. The letter of appeal should be submitted to:

Nutrition Education and Training Section
Nutrition Services Division
California Department of Education
560 J Street, Suite 270
Sacramento, CA 95814
Attention: Helen Magnuson

At her sole discretion, the Deputy Superintendent of the Child, Youth and Family Services Branch will decide how the appeal is to be handled. Her decision shall be the final administrative action afforded the appellant.

I. STANDARD FORMS

The following forms are attached.

A. Intent to Submit An Application Form

B. Grant Application Checklist

C. Grant Application Cover Sheet

D. Grant Partner Data Form

E. District Data Summary Form

F. Budget Form

G. Drug-Free Workplace Certification

**INTENT TO SUBMIT AN APPLICATION
(Optional)**

If you intend to submit an application for grant, please complete this form and return it by **Tuesday, August 1, 2000** to:

Attention: Grant Letter of Intent
Nutrition Education and Training Section
Nutrition Services Division
California Department of Education
560 J Street, Suite 270
Sacramento, CA 95814

Faxed copies are welcomed. **FAX: (916) 323-4311**

This intent does not obligate you in any way.

Improving Student Performance Through Nutrition Education
Nutrition Education Grants

(Please type or print information)

District/Agency:
Address:
City, State, Zip:
County:
National School Lunch Program/Child Care Food Program Sponsor #:
Contact Person & Title:
Phone:
Fax:
Email:

Submit this page

Improving Student Performance Through Nutrition Education
Nutrition Education Grants

GRANT APPLICATION CHECKLIST

This checklist is provided to assist the applicant in ensuring that a complete application is submitted. Failure to include any of the following elements may result in disqualification of the application.

Please compile the application in the following order:

Grant Application Cover Sheet – ***Authorized* signature required***

Grant Partner Data Form

District Data Summary Form

Project Narrative (15 pages maximum) (No form provided)

Budget Form

Budget Proposal Narrative Justification (3 pages maximum) (No form provided)

Letters of Commitment--minimum of three letters (No form provided)

Drug-Free Workplace Certification - ***Authorized* signature required***

** Persons authorized to submit an application include: school district, county office of education, and charter school superintendents or their designee and child care agency directors.*

Do not submit this page

Improving Student Performance Through Nutrition Education **Nutrition Education Grant Application Cover Sheet**

Submit to: Nutrition Education and Training Section
Nutrition Services Division
California Department of Education
560 J Street, Suite 270
Sacramento, CA 95814
ATTN: Nutrition Education Grant Application

Due: October 3, 2000

APPLICATION INFORMATION	
District:	County:
	County Code: __ __
Address:	District Code: __ __ __ __ __
	NSLP/CCFP Sponsor #:
City:	Agency Status: <ul style="list-style-type: none"> <input type="checkbox"/> school district <input type="checkbox"/> county office of education <input type="checkbox"/> child care agency <ul style="list-style-type: none"> <input type="checkbox"/> public <input type="checkbox"/> private
Zip:	
Contact Partner:	
Title:	
Phone:	% students who are eligible to receive free/reduced price meals:
Fax:	Grade Level Groups: <ul style="list-style-type: none"> <input type="checkbox"/> Pre-kindergarten/kindergarten; Name of agency providing pre-kindergarten services: _____ Name of district providing kindergarten services: _____ <input type="checkbox"/> Elementary <input type="checkbox"/> Middle Grades <input type="checkbox"/> High School
Email:	
Amount Requested: \$	
If not selected for funding, are you still interested in joining the SHAPE California network? <ul style="list-style-type: none"> <input type="checkbox"/> Yes <input type="checkbox"/> No 	
Certification: I have reviewed this application and agree to follow the terms and conditions of the grant if awarded. Additionally, we are committed to implementing the SHAPE California approach or are currently an active member of the SHAPE California network.	
Superintendent/Agency Director (typed name/title):	
Superintendent/Agency Director (signature/date):	

Submit this page

Improving Student Performance Through Nutrition Education
Nutrition Education Grants

Grant Partner Data Form

The Child Nutrition Representative and the Teacher/Administrator/Nurse Representative are required partners.

Child Nutrition Representative		Teacher/Administrator/Nurse Representative	
Name:		Name:	
Title:		Title:	
Address:		Address:	
Address:		Address:	
City/Zip:		City/Zip:	
Phone:	Fax:	Phone:	Fax:
Email:		Email:	
Signature:		Signature:	

Additional partners identified demonstrates a broader commitment.

Additional Partner		Additional Partner	
Name:		Name:	
Title:		Title:	
Signature:		Signature:	
Additional Partner		Additional Partner	
Name:		Name:	
Title:		Title:	
Signature:		Signature:	

Submit this page

Improving Student Performance Through Nutrition Education
Nutrition Education Grants
District Data Summary Form

District:	Total number of schools for project:
	Total number of teachers for project:
County & District Code: __ __ -- __ __ __ __ __	Total number of students for project:

In the boxes below, identify information for grant activities.

School Name	Teacher's Name	grade level taught or course title (for middle and high school)	% students eligible for F/RP* meals	est. # of students Involved
Total est. # students, this page:				

*Free or reduced-price meals

Submit this page

Improving Student Performance Through Nutrition Education
Nutrition Education Grants
District Data Summary Form (continued)

School Name	Teacher's Name	grade level taught or course title (for middle and high school)	% students eligible for F/RP* meals	est. # of students Involved
Total est. # students, this page:				

*Free or reduced-price meals

**Improving Student Performance Through Nutrition Education
Nutrition Education Grants**

Budget Form

District/Agency: _____

Salaries, Wages (1000, 2000)

3 Day Orientation / Teacher Training (substitute pay / teacher release pay)

_____ x \$ _____ x 3 days = \$ _____
of certificated rate of pay

_____ x \$ _____ x 3 days = \$ _____
of classified rate of pay

Subtotal: \$ _____

Salaries, Wages (1000, 2000)

On-Site Training Workshop (substitute pay / teacher release pay)

_____ x \$ _____ x 1 day = \$ _____
of certificated rate of pay

_____ x \$ _____ x 1 day = \$ _____
of classified rate of pay

Subtotal: \$ _____

Salaries, Wages (1000, 2000)

SHAPE California Regional Meetings (substitute pay / teacher release pay)

_____ x \$ _____ x 3 days = \$ _____
Child Nutrition Rep. rate of pay

_____ x \$ _____ x 3 days = \$ _____
Teacher /
Administrator / or
Nurse Rep. rate of pay

Subtotal: \$ _____

Salaries, Wages (1000, 2000)

Coordinator Salary (maximum of 20% of award)

\$ _____ per _____ x # of _____ = \$ _____
rate of pay (hour/day/etc.) (hour/day/etc.)

Total of all Personnel: \$ _____

submit this page

Budget Form (continued)

Benefits (3000)

\$ _____ x _____ % = **Subtotal:** \$ _____
figure requiring benefits rate

Materials / Supplies (4000)

_____ x \$ _____ = \$ _____
est. total # per student cost
of students (not to exceed \$10 per student)

_____ x \$ _____ = \$ _____
of cooking carts (not to exceed
(up to 1 per school) \$600 per cart)

_____ x \$ _____ = \$ _____
of teachers cost per teacher
(not to exceed \$200 per teacher)

subtotal: \$ _____

Travel (5000)

\$ _____ x _____ = \$ _____
Airfare # attending 3 day
training

\$ _____ x _____ = \$ _____
rental car rate/day # of days

\$ _____ x _____ = \$ _____
hotel rate & tax total # of nights

\$ _____ x _____ x _____ = \$ _____
per diem rate # attending 3 day # of days
training

_____ x \$ _____ = \$ _____
auto miles rate per mile

_____ x _____ = \$ _____
car fare or other

subtotal: \$ _____

SUBTOTAL FOR ALL CATEGORIES: \$ _____

Indirect Cost (rate _____ % x subtotal): \$ _____

TOTAL GRANT REQUEST: \$ _____

DRUG-FREE WORKPLACE CERTIFICATION

STD.21

COMPANY/ORGANIZATION NAME

The contractor or grant recipient named above hereby certifies compliance with Government Code Section 8355 in matters relating to providing a drug-free workplace. The above named contractor or grant recipient will:

1. Publish a statement notifying employees that unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance is prohibited and specifying actions to be taken against employees for violations, as required by Government Code Section 8355(a).
2. Establish a Drug-Free Awareness Program as required by Government Code Section 8355(b), to inform employees about all of the following:
 - (a) The dangers of drug abuse in the workplace,
 - (b) The person's or organization's policy of maintaining a drug-free workplace,
 - (c) Any available counseling, rehabilitation and employee assistance programs, and
 - (d) Penalties that may be imposed upon employees for drug abuse violations.
3. Provide as required by Government Code Section 8355©, that every employee who works on the proposed contract or grant:
 - (a) Will receive a copy of the company's drug-free policy statement, and
 - (b) Will agree to abide by the terms of the company's statement as a condition of employment on the contract or grant.

CERTIFICATION

I, the official named below, hereby swear that I am duly authorized legally to bind the contractor or grant recipient to the above described certification. I am fully aware that this certification, executed on the date and county below, is made under the penalty of perjury under the laws of the State of California.

OFFICIAL'S NAME

DATE EXECUTED

EXECUTED IN THE COUNTY OF

CONTRACTOR or GRANT RECIPIENT SIGNATURE

TITLE

FEDERAL I.D. NUMBER

VII. Appendix

The following documents are attached.

A. Progress Report

B. Scoring Rubric

C. RFA Information Meetings Schedule

D. SHAPE California — Criteria for Active Participation

Improving Student Performance Through Nutrition Education
Nutrition Education Grants
Progress Report

Submit to:

Nutrition Education and Training Section
Nutrition Services Division
California Department of Education
560 J Street, Suite 270
Sacramento, CA 95814
ATTN: Progress Report

Reporting Period

- ☐ Due May 31, 2001 ☐ Due April 30, 2002
☐ Due October 31, 2001 ☐ Due July 31, 2002
☐ Due January 31, 2002

Reporting Agency:

Submitted by:

Submitted date:

Phone:

Please submit this cover page and additional pages to answer the following questions:

1. What have you accomplished during this quarter to meet the objectives outlined in your proposal?
2. Describe the progress you have made on implementation strategies as outlined in your proposal.
3. Please identify any technical assistance needs for the project.
4. Please provide the following numbers for this quarter:

	Total Number
Educators/teachers trained	
Food service personnel trained	
Students reached	
Parents reached	
Other (identify)	

SCORING RUBRIC FOR NUTRITION EDUCATION GRANTS

Overall Criterion: The proposal as a whole describes a collaborative process that promises to result in an effective project, based on student and family strengths and needs, that delivers innovative, comprehensive nutrition program services.

Score "4" for the proposal which:	Score "3" for the proposal which:	Score "2" for the proposal which:	Score "1" for the proposal which:
LOGICAL, CONVINCING PLAN <ul style="list-style-type: none"> thoroughly addresses all elements plan includes appropriate evidence from a variety of sources needs of students, staff, parents, and the community are clearly considered all application parts are connected and mutually supportive budget and proposal design are well connected and cost-effective prioritizes meaningful, sustainable results connects the desired results to needs identified and prioritized by stakeholders and links results with relevant indicators and strategies clearly shows how results will be achieved, evaluated, and communicated designed for improvement of academic achievement 	LOGICAL, CONVINCING PLAN <ul style="list-style-type: none"> addresses nearly all elements clearly and thoroughly plan includes appropriate evidence from a limited range of sources needs of students, staff, parents, and the community are adequately considered most sections are connected and mutually supportive budget and proposal design are connected and cost-effective identifies meaningful, sustainable results connects the desired results to needs identified by stakeholders and links results with generally relevant indicators and strategies shows how most results will be achieved, evaluated, and communicated connected to improvement of academic achievement 	LOGICAL, CONVINCING PLAN <ul style="list-style-type: none"> addresses few of the requested elements thoroughly limited evidence to support plan; few resources used needs of students, staff, parents, and the community are minimally considered sections are incomplete or have limited explanations budget and proposal design are minimally connected and cost-effective weak identification of meaningful sustainable results weak connection of desired results to needs, indicators and strategies description of how results will be achieved, evaluated, and communicated is unclear or incomplete weakly connected to improvement of academic achievement 	LOGICAL, CONVINCING PLAN <ul style="list-style-type: none"> inadequately addresses requested elements does not include evidence from a variety of sources needs of students, staff, parents, and the community are not considered sections are not connected and mutually supportive budget and proposal design are not connected or cost-effective fails to identify meaningful, sustainable results inadequately connects results to needs, indicators, and strategies does not show how results will be achieved, evaluated, and communicated not clearly designed for improvement of academic achievement
BUILDS COLLABORATION <ul style="list-style-type: none"> clear steps for building and maintaining collaborative process thorough plan for dealing with complexity of task students, teachers, school staff, site administrators, and parents buy-in is clearly evident culturally appropriate and accessible in all elements 	BUILDS COLLABORATION <ul style="list-style-type: none"> general steps for building a collaborative process presented plans for dealing with complexity of task students, teachers, school staff, site administrators, and parents buy-in is adequately evident cultural appropriateness and accessibility presented for most elements 	BUILDS COLLABORATION <ul style="list-style-type: none"> steps for building and maintaining a collaborative process not well explained underestimates complexity of task students, teachers, school staff, site administrators, and parents buy-in is limited cultural appropriateness and accessibility need further examination 	BUILDS COLLABORATION <ul style="list-style-type: none"> steps for building and maintaining a collaborative process not included inadequately plans for complexity of task students, teachers, school staff, site administrators, and parents buy-in is not evident cultural appropriateness and accessibility not apparent
SYSTEMS IMPROVEMENT & INTEGRATION <ul style="list-style-type: none"> comprehensive plan for continuum of supports, resources, services credible plans for sustaining efforts plans to explore and build agreement for an array of supports and services integrates with community and school reforms 	SYSTEMS IMPROVEMENT & INTEGRATION <ul style="list-style-type: none"> plans for continuum of supports, resources, services preliminary plans for sustaining efforts preliminary plan to explore and build agreement for an array of supports and services begins to integrate with community and school reforms 	SYSTEMS IMPROVEMENT & INTEGRATION <ul style="list-style-type: none"> minimum plan for continuum of supports, resources, services superficial plans for sustaining efforts plan undervalues or assumes supports and services needs further integration with community and school reforms 	SYSTEMS IMPROVEMENT & INTEGRATION <ul style="list-style-type: none"> fails to plan for continuum of supports, resources, services inadequately plans for sustaining efforts plan inadequately explores supports and services minimal integration with community and school reforms

Improving Student Performance Through Nutrition Education
Nutrition Education Grants

RFA INFORMATION MEETINGS SCHEDULE
March – April, 2000

March 15 10:00 - 12:00	Sacramento	California Department of Education Room 397 560 J Street, Sacramento, CA
March 20 1:00 - 3:00	Arcadia	Arcadia Unified School District Office 234 Campus Drive, Arcadia, CA
March 21 2:00 - 4:00	Sacramento	California Department of Education Room 397 560 J Street, Sacramento, CA
March 21 2:00 - 4:00	San Mateo	San Mateo County Office of Education Pine Room 101 Twin Dolphin Drive, San Mateo, CA
March 22 2:00 - 4:00	San Rafael	Marin County Office of Education Board Room 1111 Las Gallinas Ave., San Rafael, CA
March 23 1:00 - 3:00	Costa Mesa	Orange County Office of Education Room B 1107-1109 200 Kalmus Drive, Costa Mesa, CA
March 23 2:30 - 4:30	Ukiah	Mendocino County Office of Education East Room 2240 Eastside Road, Ukiah, CA
March 29 1:00 - 3:00	Hawthorne	Hawthorne School District District Office 14120 S. Hawthorne Blvd. Hawthorne, CA
April 4 2:00 - 4:00	Pleasant Hill	Contra Costa County Office of Education Board Room 77 Santa Barbara Road Pleasant Hill, CA
April 4 2:30 - 4:30	Merced	Merced County Office of Education New Bold Room 632 West 13 th Street, Merced, CA
April 6 2:30 - 4:30	Tulare	Tulare County Office of Education Doe Ave. Complex, Elderwood Room 7000 Doe Ave., Visalia, CA

April 7 10:00 - 12:00	Santa Barbara	Santa Barbara County Education Office Board Room, 4400 Cathedral Oaks Rd. Santa Barbara, CA
April 7 2:30 - 4:30	Eureka	Humboldt County Office of Education Curriculum Conference Room 901 Myrtle Ave, Eureka, CA
April 10 10:00 - 12:00	San Diego	San Diego County Office of Education Rooms CL 1 – 4 Learning Resources & Educational Technology Division 6401 Linda Vista Road, San Diego, CA
April 13 10:00 - 12:00	Salinas	Monterey County Office of Education Room D 901 Blanco Circle, Salinas, CA
April 16 10:15 -10:45	Fresno	California School Food Service Association Conference (for attendees)
April 19 10:00 - 12:00	San Bernardino	San Bernardino County Office of Education Rooms C & D 601 N. E Street, San Bernardino, CA
April 26 1:00 - 3:00	Redding	Shasta County Office of Education 2 nd Floor, ITTC 1644 Magnolia Avenue, Redding, CA
April 26 2:30 - 4:30	Fresno	Fresno County Office of Education Room 270 1111 Van Ness Ave, Fresno, CA

For directions, please contact the regional nutrition education specialist listed in Section IV., J., Clarification of the RFA.

After May 1, 2000, questions asked at the informational meetings with the answers will be available on the web site. If you do not have internet access or experience problems downloading the information, please contact the Nutrition Education and Training Section at (916) 322-4792 and request a copy be sent to you.

Criteria for Maintaining Active Participation in SHAPE California For Agencies Implementing Nutrition Education Grants

SHAPE California agencies agree to support the mission of SHAPE California by implementing comprehensive nutrition services that promote our children's health and readiness to learn. To maintain integrity, an agency's continued participation is based on a commitment to active implementation of the SHAPE California approach by at least two partners representing different departments within the district/agency (child nutrition and either classroom, administration, or health services); participation in SHAPE California regional networking meetings; and submission of the following to document their activities.

1. Annual work plan for current school year *(not required for agencies receiving Nutrition Education Grant funds from January 2001 through June 2002)*.
2. Self-assessment of work plan for previous school year *(not required for agencies receiving Nutrition Education Grant funds from January 2001 through June 2002)*.
3. Self-assessment of menus for agencies meeting any one of the following:
 - ◆ New agencies *(less than one year as SHAPE California agency)*:
Two times per year for at least one year or until released by the Nutrition Services Division.
 - ◆ Established agencies with a new child nutrition director or menu writer *(more than one year as SHAPE California agency)*:
Two times per year for at least one year or until released by the Nutrition Services Division.
 - ◆ Established agencies changing from either FBMP or RMP to NSMP *(more than one year as SHAPE California agency)*:
Initial review with subsequent review schedule determined by the Nutrition Services Division.

To offer healthy meals, SHAPE California agencies may use any of the approved SHAPE California and/or most of the United States Department of Agriculture (USDA) menu planning options. The menu planning options that can be used are:

- ◆ USDA Enhanced (Food Based) Menu Planning (USDA FBMP)
- ◆ SHAPE California Revised Meal Plan (SHAPE RMP)
- ◆ USDA Nutrient Standard Menu Planning (USDA NSMP)
- ◆ USDA Assisted Nutrient Standard Menu Planning (USDA ANSMP)
- ◆ SHAPE California Nutrient Standard Menu Planning (SHAPE NSMP)
- ◆ SHAPE California Assisted Nutrient Standard Menu Planning (SHAPE ANSMP)

School districts may use any one and/or a combination of these menu planning options. They may also use one option for breakfast and another for lunch. Districts that join SHAPE California may not use the Traditional Meal Pattern as a menu planning method or combine breakfast and lunch analysis. Child care agencies may use either the menu planning options listed above or the child care food program meal pattern. Only SHAPE California agencies may use SHAPE NSMP, SHAPE ANSMP, or the SHAPE RMP.